

REMOTE LEARNING POLICY

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Purpose

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Students at Howard House School will immediately be set tasks using our interface 'GCSEpods'. The work set will enable students to continue making progress with either preparing for qualifications or for their qualifications. Any students who do not have access to software or hardware – we will provide this within 24 hours.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, the Duke of Edinburgh will require students to prepare for expeditions and study theory.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

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Key Stage 3	4 hours per week
Key Stage 4	4 hours per week

Accessing remote education

How will my child access any online remote education you are providing?

We are currently using two platforms. They are called:

GCSEpods: [GCSE Learning and Revision | GCSEPod](#)

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- we will provide Kindles and MiFi boxes free of charge. This will allow students to access GCSEpods
- we will also provide booklets with relevant work inside them. This will enable students to physically produce work.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

- GCSEpods: online learning platform that allows the students to learn key concepts independently
- be-spoke printed paper packs designed to enable students to work through relevant curriculum concepts
- daily telephone calls to enquire if the student has understood the work set and offer 1-2-1 telephone tutoring
- long term project work that may require a student to do some independent research – via reading or the internet

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- students are to attempt every task or assignment set – students have access to the school number and staff emails, if they need support they can call or email between the hours of 9.30am – 2.50pm
- parents/carers please prepare your students for the learning day. Where possible get them to wake up as they normally would. Remind them when they will receive their daily 1-2-1 tutoring phone calls

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

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As parents/ carers you will have access to Sleuth (if you do not have this, call the school immediately). Through this platform you can see all the homework's they have been set, and if they have been submitted in real-time. However, every Friday you will receive a telephone call from your students tutor.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- when students have been assigned work on GCSEpods – this will be marked and suggestions made straight away by the software. However, they will also receive a telephone call where tutoring will be provided
- when students have been assigned work through paper based assignments – this will be marked within the week and feedback provided for students to act upon

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- the nature of our SEND students means they need support and reassurance. This is the primary reason we have decided to move away from group based live lessons. The 1-2-1 nature of our offer is more effective and beneficial

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

The student will receive two telephone calls per day. These will act as both a welfare call and subject 1-2-1 telephone tutoring. The student will initially receive their work on GCSEpods and after the first week, the student will receive a paper based work pack.